

K-12 PERFORMANCE STANDARDS, continued

Educational experiences in **Grades K-4** will assure that students:

- describe the impact of various technological developments on the local community and on the nation; and
- identify individual achievements of scientists and inventors from many cultures and different historical periods and describe their achievements.

Educational experiences in **Grades 5-8** will assure that students:

- describe examples of how societies throughout history have used various forms of visual arts, dance, theater, myths, literature and music to express their beliefs, sense of identity and philosophical ideas;
- explain reasons for conflict and the ways conflicts have been resolved;
- identify and analyze the various causes and effects of movements of groups of people;
- explain the significance of the achievements of selected individual scientists and inventors from around the world and from various periods;
- explain how economic factors influenced historical events in the United States and other regions of the world; and
- describe, explain and analyze the impact of the exchange of ideas on societies, politics, religion, etc.

Educational experiences in **Grades 9-12** will assure that students:

- describe, explain and analyze political, economic and social consequences that came about as the resolution of a conflict;
- demonstrate an understanding of the ways race, gender, ethnicity and class issues have affected individuals and societies in the past;
- analyze the causes and consequences of major technological turning points in history, e.g., their effects on people, societies and economies;
- explain how the use and expansion of trade have connected and affected the history of a global economy;
- evaluate the economic and technological impact of the exchange of goods on societies throughout history; and
- explain the multiple forces and developments (cultural, political, economic and scientific) that have helped to connect the peoples of the world.

CONTENT STANDARD 4: Applying History

*Students will recognize the **continuing** importance of historical thinking and historical knowledge in their own lives and in the world in which they live.*

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<p>Educational experiences in Grades K-4 will assure that students:</p> <ul style="list-style-type: none"> • exhibit curiosity and pose questions about the past when presented with artifacts, records or other evidence of the past; • seek historical background when confronted with problems and issues of the past, as well as of today's world and their own lives; • be active learners at cultural institutions, such as museums and historical exhibitions; • display empathy for people who have lived in the past; and • recognize relationships between events and people of the past and present circumstances, concerns and developments. 	<p>Educational experiences in Grades 5-8 will assure that students:</p> <ul style="list-style-type: none"> • initiate questions and hypotheses about historic events being studied; • describe and analyze, using historical data and understandings, the options which are available to parties involved in contemporary conflicts or decision making; • be active learners at cultural institutions such as museums and historical exhibitions; • display empathy for people who have lived in the past; and • describe relationships between historical subject matter and other subjects they study, current issues and personal concerns. 	<p>Educational experiences in Grades 9-12 will assure that students:</p> <ul style="list-style-type: none"> • initiate questions and hypotheses about historic events they are studying; • describe and analyze, using historical data and understandings, the options which are available to parties involved in contemporary conflicts or decision making; • be active learners at cultural institutions such as museums and historical exhibitions; • display empathy for people who have lived in the past; and • describe relationships between historical subject matter and other subjects they study, current issues and personal concerns.
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CONTENT STANDARD 5: United States Constitution And Government

Students will apply knowledge of the U. S. Constitution, how the U. S. system of government works and how the rule of law and the values of liberty and equality have an impact on individual, local, state and national decisions.

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Educational experiences in **Grades K-4** will assure that students:

- explain the purposes of laws and the ideas and principles that make just laws;
- explain that individuals have rights and responsibilities to follow the law;
- recognize the Constitution, including the Bill of Rights, as an important document that guides our country and limits the power of the government;
- identify services provided by national, state and local governments and how we pay for them through taxation;
- apply the process of how leaders are selected and how people monitor and influence decisions of their government;
- identify the location of seats of government at the local, state and national levels; and

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Educational experiences in **Grades 5-8** will assure that students:

- demonstrate an understanding of the historical background of the Declaration of Independence;
- explain how the Constitution divides the power of government among the executive, legislative and judicial branches, and how each branch can check the power of another;
- explain how and why powers are distributed among the national, state and local governments;
- identify their representatives in national and state legislatures, and the heads of the executive branch at the national, state and local levels;
- understand the process of how a bill becomes a law;
- explain how an individual's rights to life, liberty and property are protected by the Constitution and criminal and civil laws;

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Educational experiences in **Grades 9-12** will assure that students:

- apply an understanding of historical and contemporary conflicts over Constitutional principles;
- analyze historical and contemporary conflicts through the respective roles of local, state and national governments;
- explain how the design of the U.S. Constitution is intended to balance and check the powers of the branches of government;
- analyze, using historical and contemporary examples, the meaning and significance of the ideal of equal protection under the law for all persons;
- explain why state and federal court powers of judicial review reflect the United States idea of constitutional government; and

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K-12 PERFORMANCE STANDARDS, continued

Educational experiences in **Grades K-4** will assure that students:

- apply the concepts of liberty, tolerance and majority rule and how they relate to individual rights.

Educational experiences in **Grades 5-8** will assure that students:

- describe means of conflict management, including negotiation, mediation, arbitration and litigation; and
- describe how the public agenda is shaped by political leaders and parties, interest groups, the media, public opinion, state and federal courts, and individual citizens.

Educational experiences in **Grades 9-12** will assure that students:

- evaluate the contemporary roles of political parties, associations, media groups and public opinion in local, state and national politics.

CONTENT STANDARD 6: Rights And Responsibilities Of Citizens

Students will demonstrate knowledge of the rights and responsibilities of citizens to participate in and shape public policy, and contribute to the maintenance of our democratic way of life.

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<p>Educational experiences in Grades K-4 will assure that students:</p> <ul style="list-style-type: none"> • explain the meaning and important characteristics of citizenship in the United States; • identify the rights of citizens in a democratic society and explain why certain responsibilities are important to themselves, their families, community, state and nation; • establish, explain and apply criteria useful in evaluating rules and laws for solving problems and resolving conflicts between people; • explain the importance of taking an active role in political leadership and public service in their school and community; and • exercise political participation by discussing public issues, building consensus and becoming involved in politics. 	<p>Educational experiences in Grades 5-8 will assure that students:</p> <ul style="list-style-type: none"> • describe how one becomes a citizen of the United States; • explain the meaning of political rights (e.g., right to vote, right to assemble) as distinguished from personal rights (e.g., freedom of speech, freedom of movement); • evaluate situations involving conflicts between rights and propose solutions to these conflicts; • identify significant characteristics of an effective citizen and know how to influence public policy by participating in the government of their school; • research an issue of interest and be able to take and defend a position on that issue; and • identify and apply criteria useful in selecting political leaders at the local, state and national levels. 	<p>Educational experiences in Grades 9-12 will assure that students:</p> <ul style="list-style-type: none"> • evaluate whether or when their obligations as citizens require that their personal desires, beliefs and interests be subordinated to the public good; • identify and explain characteristics needed for effective participation in public life; • establish, explain and apply criteria to evaluate rules and laws; • monitor and influence the formation and implementation of policy through various forms of participation; and • take a position on a current policy issue and attempt to influence its formation, development and implementation.
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